

English, Grade 9 Academic ENG1D

Lesson 1: Diverse Text Forms – Uniform Message

Connections to Financial Literacy

Students will be working towards improving their understanding of a variety of text forms but the questions they will be exploring in this unit are “What does it mean to have wants and needs?” “How is wealth and success perceived around the world?” and the big question, “Do you have everything you need?” Through the exploration of graphs, maps, charts, essays, songs, poems and traditional text forms, students will develop their interpretation of wealth and success and reconsider their concept of wants and needs.

Through the examination and self-reflection of wants and needs, the students will be better equipped at “having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence” (*Sound Investment: Financial Literacy Education in Ontario Schools*, p. 7)

“In developing “critical literacy [skills] related to financial issues, [the] goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and... and the social, environmental, and ethical implications of their own choices as consumers.” (*Financial Literacy: Scope and Sequence of Expectations 9-12*, p. 3)

Text Forms Explored in Lesson

- Graphic text
- Short story
- News report
- Poetry
- Cartoon
- Comic strip
- Graph
- Blogs
- Web pages
- Videos

Text Forms Created in Lesson

Graphic Organizers

- Group Placemat
- 3 Column T-Chart
- Venn Diagram

Personal Responses

- Quick Write
- EXIT/ ENTRANCE Slip

Curriculum Expectations	
ORAL COMMUNICATION	
Overall Expectations: By the end of this course, students will:	
1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	Specific Expectations: Using Active Listening Strategies 1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	Purpose 2.1 communicate orally for several different purposes, using language suitable for the intended audience Clarity and Coherence 2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience
READING AND LITERATURE STUDIES	
Overall Expectations: By the end of this course, students will:	
1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning	Specific Expectations: Variety of Texts 1.1 read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading Using Reading Comprehension Strategies 1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts Demonstrating Understanding of Content 1.3 identify the important ideas and supporting details in both simple and complex texts
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	Text Forms 2.1 identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning Text Features 2.2 identify several different text features and explain how they help communicate meaning Elements of Style 2.3 identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text

WRITING	
Overall Expectations: By the end of this course, students will:	
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience	Specific Expectations: Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for several different types of writing tasks Generating and Developing Ideas 1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate Research 1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing Reviewing Content 1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	Form 2.1 write for different purposes and audiences using a variety of informational, literary, and graphic forms
MEDIA STUDIES	
Overall Expectations: By the end of this course, students will:	
2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning	Specific Expectations: Form 2.1 identify general characteristics of several different media forms and explain how they shape content and create meaning

Learning Goals

At the end of this lesson, students will know, understand and/or be able to...

- Identify the various components that are consistent or unique to text forms;
- Determine what differentiates literary, informational and graphic text forms;
- Identify the text form and text features an author used to convey a message related to wants, needs, success, poverty, or wealth.

Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
<p>Readiness</p> <p>Students should have a familiarity with a variety of text forms in order to articulate how each of the text forms examined in this lesson are similar or unique. For success in the activities connected to this lesson, they will need to be able to communicate how the various features help reveal information and how effectively the information is conveyed.</p> <p>Quick-write</p> <p>For this activity, teachers should provide students with just enough time to for students to stop and reflect on their learning – about 3 or 4 minutes. The teacher provides a prompt and says something like, “I am going to give you 3 minutes to write everything you can think of related to...” teachers may direct students’ attention to word walls in the classroom as a way to reinforce learning in a particular unit.</p> <p>Teacher may wish to give students small index cards or</p>	<p>Terminology</p> <p>The following terms will be used throughout the lesson; teachers may need to assess students prior understanding of these terms before beginning the lesson.</p> <p>Related to Financial Literacy:</p> <ul style="list-style-type: none"> • Wealth • Success • Wants • Needs <p>Related to Curriculum:</p> <ul style="list-style-type: none"> • Text feature • Text form • Intended audience • Intended purpose • Graphic text • Literary text • Prose • Poetry • Cartoon • Comic strip • Graph • Informational text • News report <p>Definitions for <i>wealth</i>, <i>success</i>, <i>have</i> and <i>need</i> should also be</p>	<p>Materials</p> <p>For the Unit</p> <p>Bulletin Board for posting texts explored in the unit (as outlined in the Minds On section of this Lesson)</p> <p>Minds On</p> <p>Assortment of texts of various forms which deal with the issues of wants versus needs, poverty, success, and wealth (several have been provided in Grade 9 Appendix 1-1)</p> <p>BLM 1-1: Text Form Gallery Walk</p> <p>Action</p> <p>Grade 9 BLM 1-2: Discussion Placemat–3 or 4 Person</p> <p>Small index cards or medium sized Post it notes</p> <p>Grade 9 Lesson 1 - Labels for Tables</p> <p>Grade 9 BLM 1- 3 Whiteboard/ Chalkboard Splash Debriefing Form</p>

<p>medium sized Post it notes to help guide students regarding length of response and to reduce the anxiety of students who may find writing on a regular sized sheet of notepaper daunting.</p> <p>Adapted from <i>Total Participation Techniques: Making Every Student an Active Learner</i>, Persida Himmele & William Himmele, 2011, ASCD</p> <p>Chalkboard Splash This activity provides students with an opportunity to see the collective responses of their peers. All students record their responses to teacher prompt. Students have an opportunity to formulate their responses or thinking in a Quick Write or Quick draw and then copy their responses onto a random or assigned spot on chart paper or a whiteboard/ chalk board. After recording their responses, students are given an opportunity to analyze peer responses for three things: similarities, differences, and surprises.</p> <p>If students have access to computers or personal electronic devices, the teacher could set up a poll using a site such as Polleverywhere or virtual bulletin board such as Posterous or Twitter . (Note: it is important for teachers to follow the guidelines outlined by their schools and districts regarding safe and appropriate use of internet if using any Web 2.0 tools)</p>	<p>displayed at the front of the classroom.</p> <p>Ideally, an entire bulletin board will be dedicated to the ongoing responses to the unit question: “Do you have everything you need?” As the unit progresses, the teacher or students will post materials along a continuum which depict things that are “wants” and things that are “needs” either above or below the Yes/No line.</p>	<p>Consolidation</p> <p>Grade 9 Handout 1-1: Text Forms</p> <p>Grade 9 BLM 1-4: Comparing Literary, Informational, Graphic Texts</p>
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Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description

- Before beginning the Unit the teacher prepares a bulletin board with the question, “Do you have everything you need?” and a clearly marked horizontal middle line. The words, Yes and No should appear above and below the line.

The teacher will post a purpose statement for the lesson:

To consider the concepts of **wants** and **needs** from a variety of perspectives so that we can assess the extent to which our own experiences influence our perception of wealth and poverty, wants and needs.

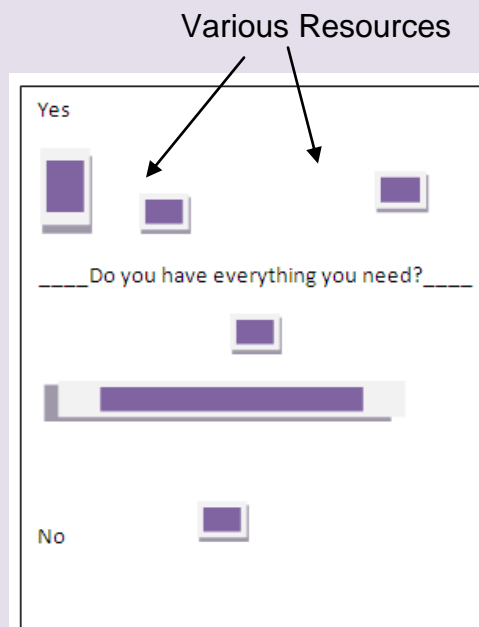
To be able to name some of the characteristics of a variety of text forms so that we will be able to recognize them when we encounter them in our day to day lives.

To begin formulating an answer to the Big Question in this unit:

**Do you
have everything
you need?**

Notes to teacher:

Sample Bulletin Board



Gallery Walk

- The teacher will create several stations around the room which are numbered but not labeled.
- At each station will be a specific text forms which has a message related to wealth and poverty or wants and needs. (sample text are included with this lesson in **Grade 9 Appendix 1-1.**)
- Students will move from station to station, recording the what they think the text form is at each station, and one or two identifying features of the text form at the station, using the Gallery Walk recording sheet. (**BLM 1-1: Text Form Gallery Walk**)

The recording sheet is titled "Text Form Gallery Walk" and includes a line for the student's name. It contains a table with 10 rows, each representing a station. The table has three columns: "Station #", "Text Form", and "Identifying Features".

Station #	Text Form	Identifying Features
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

- At this point, students are not required to review all of the content of the materials but are encouraged to skim and scan items at each centre.
- The teacher will circulate around the class to help students examine the materials and ask guiding questions.
- Once most students have had an opportunity to visit all of the stations, the teacher will place the text form label at

A for L Assessment for learning

As students visit the various centers, the teacher should be checking to see which students are able to identify common text forms and which ones are incorrectly identifying or unable to begin identifying text forms. At the end of the lesson, the teacher may wish to follow up to see if there are still background knowledge gaps for these marker students so that an appropriate response can be planned. (e.g. posting word wall with sample texts as visuals; repetition of text form terminology in subsequent lessons)

<p>each center. Students are invited to compare their answers on the Text Form Gallery Walk sheet to the ones at each station.</p>	
Action <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided → independent) 	
Lesson Description	Notes to teacher:
<p>Placemat Activity</p> <ul style="list-style-type: none"> • Tell students that a text feature is a attribute or element which is found in a text. For example, a science text book often contains pictures, drawings, words, headings, captions, labels, long and short paragraphs, etc. a movie contains music, dialogue, shots of scenes, but sometimes it may contain subtitles, zoom shots, and fades as well. • Note: the teacher should model thinking around filling in the areas of the placemat with a sample text form in order to support the gradual release of responsibility for learning to the students. • Students work in groups of 3 or 4 as the expert group for one of the forms of text used in the Gallery Walk. On their own first, students examine the text samples and write down all the text features they notice in the sample texts, or that they recall from other texts they may have seen which could be classified as this text form. • In the center of the placemat, students work collaboratively to create a definition of the text form and a list of all the features which can be found in that text form. • Teacher randomly selects one student from each text form group to share the groups 	<p>A for L Assessment for learning</p> <p>As the students are filling in their areas on the group placemat, the teacher should be checking to see which students are able to identify common text features and which ones are incorrectly identifying or unable to begin identifying text features. The teacher may wish to have students write their names in their area of the placemat which can serve as a diagnostic tool that can be reviewed later by the teacher.</p> <p>At the end of the lesson, the teacher may wish to follow up to see if there are still background knowledge gaps for these marker students so that an appropriate response can be planned. (e.g. posting word wall with sample texts as visuals; repetition of text feature terminology in subsequent lessons)</p>

definition and text features with the class. Students are invited to add any other text features which the expert group may have missed.

- These definitions and lists of features could be posted in the classroom or electronically to a virtual classroom web space for students to refer to throughout the course.

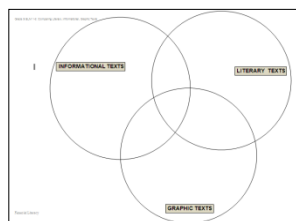
Quick-write

- Ask students to respond to the prompt:
 - How do various text features help to communicate meaning and increase the ease of use and understanding of the text for me as a reader/ viewer?
- Give students 3 minutes to collect their thoughts and jot down a their responses.
- Follow up the quick Write with Chalkboard Splash:
 - Students copy what they wrote during their quick write to an area on a whiteboard/ chalkboard or chart paper.
 - Once all students have transferred their Quick Writes, the teacher invites students to read what others have posted.
 - Students respond to the posts by filling in the **Whiteboard/ Chalkboard Splash Debriefing Form (Grade 9 BLM 1- 2)**

Whiteboard/ Chalkboard Splash Debriefing Form		
Similarities	Differences	Surprises

Creating a Working Definition through Concept Attainment

- In this part of the lesson, the teacher will guide the students to create working definitions of the terms **literary text**, **informational text**, and **graphic text**. The teacher will need to direct students' thinking to help them realize there are a number of overlapping features and attributes between these forms.
- As students work through this activity, the teacher may redirect their attention to sample texts which they viewed during the Gallery Walk or could provide each group with a folder containing a variety of text forms which they can use.
- Provide each group with a copy of **Grade 9 Handout 1-1: Text Forms** and **Grade 9 BLM 1-3: Comparing Literary, Informational, Graphic Texts**



- Ask groups of students to select 15 to 20 text forms from the sheet and place them in the appropriate area on the Venn Diagram. Students should contribute to the discussion in a round robin fashion (i.e. Each student in the group selects a text form and tells the group where s/he thinks it should be placed; the group members either agree or discuss why it should belong somewhere else on the diagram before moving on to the next person's selection.)

A for L Assessment for learning

As students work on their Venn Diagrams, the teacher should wander through the classroom to check for understanding. This may be done efficiently by checking to see where students are placing 3 or 4 key text forms (e.g. poem, announcement, word web, diagram) or by having conversations with groups about where they would place a text form and why.

- Once groups have had an opportunity to sort the text forms onto the organizer, ask them to generate three or four attributes of each of the three classifications of text on the Venn Diagram: Literary, Informational, Graphic Texts
- For each classification, have all groups share their attributes, grouping any that seem similar. Once all of the attributes of a classification have been surfaced, ask students if they would like to add to the list or challenge anything on the list.
- Once Literary, Informational, Graphic Texts have been defined, the teacher may have students test their definitions to see if they work. This can be done by providing a few text forms from the list and asking where they would fall according to the definitions. If it is not clear to students where the text forms belong, students should be guided to fortify the definition.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and *summary* (*What did you learn?*)
- independent or practice

EXIT Slip

Each student selects one of the texts from the folder, reads the text, and responds to the following questions :

- I think the text I read was a (select one) Literary, Informational, Graphic Texts because...
- I think the author of this text is trying to say...(fill in own ideas) and the parts of the text that make me think this are...

Note: The teacher may choose to have students read the text at home with the questions in mind. At the beginning of the next class, students can be given a few minutes to fill in an ENTRANCE Slip on which the same questions are posed.)



Differentiated Assessment

By allowing students to decide which text they would like to choose for their EXIT/ ENTRANCE response, the teacher is differentiating assessment based on the students interests.

When choice as one of the aspects of differentiation, it is important for the students to understand that in order for learning to occur, they need to select learning opportunities which will help them to stretch their understanding and skills; this means that the task should not be too easy, nor should it be too difficult.

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